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*The Immigrant and the Community: Addresses, Papers and Resolutions of the Fourth Annual Conference of the Society for the Promotion of Social Service in the Young Men's Christian Association.* (Montclair, N. J. 1910. Pp. 103; charts; bibliography.)

*Some Urgent Phases of Immigrant Life: Report of the Committee of Research and Investigation to the President and Members of the National Board of the Young Women's Christian Associations of the United States of America.* Report adopted October 5, 1910. (Pp. 29.)

These pamphlets represent a useful endeavor of the Christian Associations to bring their members into personal contact with newcomers and to gain and spread a better understanding of the situation of immigrants in this country. The work of the Young Men's Association is in a more advanced stage than that among women, and benefits by the leadership of an exceptionally trained and wise leader in Dr. Peter Roberts, well known by his books on the anthracite coal miners.

The first pamphlet is not a bad compendium of information on immigrant questions, made up as it is of short and generally well digested papers by many of the best known authorities on immigrant questions. The writers include Professor Jenks and others representing the United States Immigration Commission, Commissioner Williams, Miss Keller of the North American Civic League for Immigrants, Mr. Benjamin Marsh of the New York Commission on the Congestion of Population, Mr. Jackson, former consul to Greece, Dr. Stella and others.

E. G. B.

#### NEW BOOKS

CABRINI, A. *Emigrazione ed emigranti: manuale.* Bologna: Zanichelli. 1910. 3 l.)

DEHERME, G. *Crôître ou disparaître: le loi de Malthus, la surpopulation, le néo-malthusisme, la dépopulation française, ses facteurs, les expédients, la solution positive.* (Paris: Perrin. 1910. 3.50 fr.)

FELICE, R. DE. *Les naissances en France, la situation, ses conséquences, ses causes; existe-t-il des remèdes?* (Paris: Hachette. 1910. 3.50 fr.)

FISHBERG, M. *The Jews: a study of race and environment.* (New York: Scribners. 1911. \$1.20.)

Pages 1-20, 225-269 treat of demographic characteristics, including a discussion of fecundity and marriage and mortality rates.

MORTARA, G. *La mortalità secondo l'età e la durata della vita economicamente produttiva.* (Rome: Bocca Frères.)

### Social Problems and Reforms

*The Worker and the State: A Study of Education for Industrial Workers.* By ARTHUR D. DEAN. With an introduction by Andrew S. Draper. (New York: The Century Company. 1910. Pp. ix, 355.)

*The Problem of Vocational Education.* By DAVID SNEDDEN. (Boston: Houghton, Mifflin Company. 1910. Pp. v, 85.)

*National Education.* By JOHN M. GILLETTE. (New York: American Book Company. 1910. Pp. viii, 303.)

*The Making of a Trade School.* By MARY SCHENCK WOOLMAN. (Boston: Whitcomb and Barrows. 1910. Pp. iii, 101.)

Education is today in the same dualistic state that modern philosophy was in before the time of Kant. Descartes defined the essence of mind to be thought and that of matter to be extension. Then the problem arose: How can two mutually exclusive principles work together as do mind and body in man? One class of philosophers sought a solution by declaring that matter is only confused thought, and another by declaring that mind is only refined matter. It took the intellect of a Kant to make such a synthesis as would render further progress possible. As President Schurman declares, our present problem in education is the reconciliation of the culture of Athens with the technology of the modern world. Everywhere we see evidences of a seemingly irreconcilable antithesis between them, and this holds of higher as well as of lower schools. Chancellor Day, of Syracuse, and President Taylor, of Vassar, both express their unbelief in technical training, and declare that what the world needs is trained minds. Well, so it does. A million would not be too many; but even then there would still be ninety millions unprovided for.

A prominent leader of industry, Mr. Charles S. Cross, of the N. Y., N. H. & H. R. R., says that technology in his line has no use for the schoolmaster and his instruction. What it needs is just the boy. It will make him a skilled workman through shop apprenticeship, alone. Here mind is eliminated, and muscle rules supreme. Another authority, Dean Herman Schneider of the School of Engineering, University of Cincinnati, asserts that mind